

State Normal School

MAYVILLE, NORTH DAKOTA

UNIVERSITY OF ILLINOIS LIBRARY

QUARTERLY BULLETIN

APR 21 1921

NEW SERIES

SEPTEMBER, 1920

NO. 11.

I

Special Announcement

of the

Fall Term

Tuesday, September 28, to Friday, December 17,

1920

II

The Relationship Between Training School and Normal School

THE WINTER TERM BEGINS MONDAY, JANUARY 3.

Published in March, June, September and December
State Normal School at Mayville, N. D., and entered
Mayville Postoffice November 15, 1912, as second-class
under act of August 24, 1912.

I.

Special Announcement of the Fall Term

- i. The Teacher-training curricula are:
 1. The Two-year Advanced Curriculum for High School Graduates Leading to a Life Certificate.
 2. The One-Year Curriculum for High School Graduates Leading to a Second Grade Professional Certificate.
 3. The Five-year Advanced Curriculum for those ready for Ninth Grade Leading to a Life Certificate.
 4. The Four-year Curriculum for those ready for the Ninth Grade Leading to a Second Grade Professional Certificate.
 5. The Three-year Rural Curriculum for Eighth-grade Graduates.
- II. The School offers a thorough commercial training, in typewriting, shorthand, bookkeeping.
- III. It also gives a one-year and two-year collegiate course to students who are high school graduates or have the equivalent of a high school education. These courses are given full credit at standard universities

Among the subjects offered in addition to those that usually have been listed in the catalogue of the Mayville State Normal are:

College Algebra, Solid Geometry, Trigonometry.

Physiography, Chemistry.

Agronomy, Animal Husbandry, Soils.

Latin, Greek, German, Norse, French.

Political Science, International Law, Exposition of Historic Method.

Commercial Law.

Clay Modeling, Basketry, Weaving.

Dietetics, Home Sanitation, Textiles.

History and Theory of Music, Harmony, History of Art.

Introduction to the Study of Philosophy, History of Philosophy, Social Ethics.

The normal school presents renewed opportunity for the study of piano, voice, violin, brass and reed instruments. The entertainment course is offered free, the first entertainment being that of the Famous Mountain Ash Male Chorus, singing Tuesday evening, Oct. 26th. In Baltimore it rendered in three evening performances

seventy choruses and one hundred solos. Mayville Normal will have an exceptional treat in hearing this large, world-famed group of men sing.

- VI. The Mayville Normal has one of the finest school plants in the state of North Dakota. Its dormitories are exceptionally fine structures of recent date, furnished with steam, electricity and other modern conveniences. It has good laboratories, and an excellent library. In the domestic science department cooking is done with electricity.

The school has its own hospital, its own nurses.

A student last year could take a full year's work at the Mayville Normal for the moderate cost of \$219, this being summed up as follows: For registration \$15.00, (three terms); for text-book fees, \$3.75 (three terms); board and room (36 weeks at \$5.25), \$189; for gymnasium and incidentals \$6.25.

The cost this year will be slightly increased, \$5.00 being asked for board to meet the increasing high cost of living.

How many other educational institutions can offer so much, to the comfort of mind and body, for \$245 a year?

- VII. Students can come from any grade above the eighth, and take work at the Mayville Normal. The school does not invite anybody to leave his high school course for the normal. On the contrary, it advises that he finish it, before he comes. But if the nearest high school is too far away, the Mayville Normal opens its doors, as it always has been doing, to students of secondary education.

The Mayville Normal tries to do its best in education, but it also tries to do its best in the **formation of character.**

- VIII. The members of the faculty of the school are graduates of institutions like Columbia University, University of Chicago, Illinois Wesleyan University, University of Wisconsin, University of Michigan, University of Minnesota, South Dakota State College, Decorah College, Carleton College, St. Olaf College, of various normal schools and conservatories of music.

- IX. Recent graduates of the school are now getting \$125 to \$165 per month.

They will be getting more, as the demand for teachers, and better teachers are increasing.

A professional school desires that as many as possible of its graduates enter the profession of teaching. But it does not oblige anyone to teach. The graduate is his own master, he generally very soon finds out what he wishes to do and what he can do.

X. Among the new teachers on the faculty this year are:

Mr. O. Gaarder, who will teach manual training and farm carpentry. Mr. Gaarder is a graduate of Decorah College. He comes to the Normal as a person who has had much experience in public school work.

Miss Ruth Holstad, B. M., of St. Olaf College will teach piano and harmony. She comes highly recommended by Professor Melius F. Christiansen.

Miss Josephine Wright, for a long time connected with the public schools of Minneapolis, as supervisor of music, will teach voice and be preceptress. She is a graduate of the Winona Normal. A woman of her fine character, mature experience and intimate knowledge of dormitory life, will be an acquisition to the institution and a splendid companion to the girls. She is a daughter of the late Rev. A. Wright, prominently connected with the Augustana Synod.

Miss Doris Du Puis, who assisted in the Library last year, will have full charge of the library this year.

Miss Cora Jordet, who has just completed a post graduate course in the Gregg school of Chicago, will have charge of the Commercial department.

It will be welcome news for many that the Normal, for this year, plans a **forty piece band**. **Mr. O. C. Christiansen**, a son of the celebrated musician, F. Melius Christiansen, will organize and lead it. He plays any band instrument, and will give the students individual instruction as well as conduct band rehearsals. The school will purchase the basses and drums. The other instruments will be bought by the students. Boys and girls will belong to this organization. With Mr. O. C. Christiansen as leader the school will have a fine band. Mr. Christiansen will also have charge of boy's athletics and gymnasium practice. He is an all-round athlete, and will have good football, basketball, and baseball organizations.

Elizabeth Walters will teach public school music. She is a graduate from the American Conservatory of Music, Chicago; did additional work in orchestration and school methods at the Normal Art School, Los Angeles, and at the Chicago Musical College. Her

training in art was taken at the Art School, Art Institute, Chicago, and at the Art School, Los Angeles.

An excellent instructor in English has been secured as this bulletin is going to press. Hence the absence of personal data, which we should like to give.

For catalogue and any special information desired, write to

JOHN O. EVJEN, Ph. D., President.
State Normal School,
Mayville, North Dakota.

II.

The Relationship Between Training School and Normal School

(Extracts from Bulletin Number Fourteen, 1920, of the Carnegie Foundation for the Advancement of Teaching. This bulletin, a study based upon an examination of tax-supported normal schools in the state of Missouri, is a most valuable contribution to the solution of the problem of professional preparation of teachers for American public schools. It is a marvelous survey, fascinating as fiction, examining in an exhaustive manner the various prominent features of normal school work. Much of what it says regarding school conditions in Missouri is applicable to those in North Dakota. We commend the suggestions it offers on the relationship between training school and normal school, and give the following extracts, italics being ours.)

SIZE OF THE TRAINING SCHOOL AS RELATED TO NORMAL SCHOOL ENROLLMENT

One reason for unsatisfactory conditions in training schools, both in Missouri and in the country at large, is to be found in the small number of pupils commonly available for training purposes. Unlike the city training school, the state normal school has usually no legal connection with the local elementary and high schools. As a consequence, it cannot commandeer a sufficient number of pupils to provide adequate practice facilities, and its training school must be built up by the adoption of measures that are likely to give it a pupil body that is both limited in numbers and unrepresentative of normal social conditions. In some cases it becomes a select school with a "waiting list;" or it may become the opposite extreme and become a dumping ground for cult pupils that local schools are glad to be rid of. The enrollment is likely to be small and the practice class

tenuated in numbers as to afford little opportunity for the necessary instruction of the student-teachers.

CONTROL OF LOCAL SCHOOL FACILITIES INDISPENSABLE

It is unfortunate that normal schools should ever be located in towns so small as to preclude an abundance of what may be termed the "laboratory" or "clinical" material of a teacher-training program,—namely, elementary and secondary pupils. Where schools have been thus located, their only salvation lies in an arrangement whereby all of the local public schools may be available for training-school purposes under the direct control of the training department of the normal school. Even where a good sized independent training school is possible, it is extremely desirable for the local school system to be related to the normal school in such a manner as to afford opportunity for extensive observation, participation, and practice under wholly normal conditions. In larger towns and cities, the training school may well be a ward or district school of the public school system. Care must be taken in organizing a training school under this plan, and infinite tact must characterize its administration. There is no doubt, however, that a town, especially a small town, is under great and constant obligations to a state normal school located within its limits. Nor is there doubt that a well-managed normal school, with its expert knowledge and its thorough supervision, would almost invariably give such a town a better school or school system than the town could provide for itself. There is every reason, therefore, why an arrangement so vital to the school should be required of the community as a condition of retaining the school.

This appropriation of local school facilities for training-school purposes has proceeded apace during the past few years in various parts of the country, and where soundly organized has proved successful. Generally speaking, the policies of the school that is used for training purposes must be determined by the normal school authorities; a plan of dual control thru which responsibility and authority are divided between the local superintendent or school board on the one hand and the normal school on the other hand is very hard to administer. Where difficulty is found in winning support for the plan in a community, some financial inducement, such as the payment of teachers by the normal school, must be resorted to. Even in case of a state school the character of the relation is of such delicacy that it would probably be impossible to guarantee the community such facilities as it would purchase for itself, in return for complete educational facilities for its schools.

MINIMAL STANDARDS OF PRACTICE FACILITIES

... With such laboratory facilities as this arrangement would provide, the normal schools of Missouri would be in a position to do their work in a manner befitting its importance to the state. Certainly no town or city should be the seat of a state normal school unless it is willing to turn over to the state institution either all of its local schools or a sufficient number to provide ample facilities for demonstration, participation, practice teaching, and experimental education. It will almost certainly profit thereby both educationally and financially, and for the normal school the arrangement is indispensable. If Kirksville or Warrensburg, for example, had full use of the local public schools, its laboratory equipment would even then be none too extensive for the work that it is already under obligation to do.

RELATION BETWEEN THE TRAINING SCHOOL AND OTHER NORMAL SCHOOL DEPARTMENTS

By far the most significant weakness of the courses in observation, participation, and practice teaching is the general lack of a satisfactory correlation of all of the work of the normal school with the training school. Not only does the training school as a rule occupy a subordinate position in the normal school organization instead of being the pivotal point and focus of all departments, but the work of the training school seems in many, if not most, cases to be detached, to lack a fundamental relation to what is taught and learned in the classrooms, "upstairs." It is no unusual thing for the normal school student to complain that the theory that has been taught to him in the courses in psychology, principles of teaching, and special methods (to say nothing of the purely "academic" courses) has no perceptible connection with the work of the training school. This is sometimes due, no doubt, to the fact that the "theory" is impracticable, and that those responsible for the practice teaching know it, and in consequence will have no commerce with it; but it is oftener due merely to a complete mechanical separation of the training department both from the department of educational theory and from the academic departments,—a separation which results in the total ignorance of each party regarding what the other is teaching or practising, if not, indeed, in open friction.

LACK OF COOPERATION IN MISSOURI SCHOOLS

... At Kirksville, however, a commendable interest in the training school on the part of the academic staff is somewhat offset by an anomalous lack of cooperation between the training department and the department of education. The head

of the latter department, who himself teaches practically all of the classes in education theory, has no official means of knowing how his theories work in practice, nor has the director of the practice school an official relationship to the work in theory. The most obvious defect of the organization at Kirksville, and the one that is doubtless chiefly responsible for the weakness of the training school as a school, lies in the lack of something that is just as important as cooperation, namely, a centralization of administrative authority. This is theoretically provided for in the office of "Supervisor of Practice Schools," which has been assumed by the president in addition to his other duties. In so far as could be determined, however, this officer fails to direct and coordinate the work of the supervisors, and the principal of the practice school, who is a director of training only by courtesy, has no authority for the purpose. Each individual supervisor is essentially a law unto himself, making his own course of study for the different grades, and determining his own standards of progress both for the student-teachers under his control and for the pupils in their classes. Cooperation of academic departments in the work of the training school is indispensable to the best work, but to turn each department of the training school over bodily to the corresponding academic department which goes its own separate way is not cooperation but dismemberment.

ORGANIZED COOPERATION

... The training school must be under the direct control and supervision of an expert administrator fitted by experience and by specialized training for this type of work, and this director or superintendent must have under his immediate charge a corps of carefully selected and specifically trained critics or supervisors. The supervisory staff should include many, if not most, of the members of the so-called academic departments, and the entire group should form what might be termed a training-school "cabinet." ...

Needless to say, the relationship between the department of education and the training department should be particularly close and intimate, and to this end it is advisable, we believe, to combine the headship of the department of education and the directorship of the training department in one and the same person. The other members of the department of education should also have definite responsibilities in the administration and supervision of the training school to the end that every class in educational theory may be in charge of a teacher who is in daily touch with the actual problems of teaching and management in an elementary or a secondary school.